

Glossary

for the

Academic Excellence Indicator System

1991-92 Report

Advanced Courses - Enrollment in advanced academic courses is calculated from teacher responsibility records. Because individual student enrollment in advanced courses is not available, the values may be based on duplicated counts of students — they may not represent the actual percent of students enrolled in at least one advanced course. The values are calculated as the number of students enrolled in each advanced academic class divided by the number of students enrolled in all academic courses. A single student may be counted several times in each category, thus producing a duplicated (and lower) count. For the 1991-92 reports, these values are calculated for schools which include grades 9 and above. *See Appendix C: List of Advanced Courses. (Source: PEIMS, Oct. 1991 and Oct. 1990)*

Advanced Seal on Transcript - The percent of graduates who received an advanced seal on their transcript is calculated as the number of 12th graders who received an advanced seal in 1991, divided by the total number of 12th graders reported as graduates. NOTE: In the 1990-91 AEIS report, this indicator did not show the percent of students actually receiving the seals, but, rather, the percent who were *expected* to receive them. For this reason, only current year values are given on this report. *(Source: PEIMS, Oct. 1991 and Oct. 1990)*

Attendance - Average daily attendance is calculated from the second six-weeks reporting period as the total number of days students were present divided by the total number of days membership. Students in grades Early Education and/or Pre-Kindergarten through 12th are included in the calculations. NOTE: This formula is slightly different from that used in the 1990-91 AEIS report; therefore, the values reported for prior year on the current report will be the same or higher than those reported last year. *(Source: Principal's Report of Pupil Attendance and Contact Hours, Fall 1991 and 1990)*

Auxiliary Staff - *(from District Profile Section)* This shows the Full Time Equivalent (FTE) count of staff reported without a role but with a PEIMS employment and payroll record. Counts of auxiliary staff are expressed as a percent of total staff. For auxiliary staff, the FTE is simply the value of the percent of day worked expressed as a fraction. *(Source: PEIMS, Oct. 1991)*

Average Actual Salaries - For each staff type, the total salary is divided by the total FTE count of staff who receive that salary. The total actual salary amount is pay for regular duties only (base pay) and does not include any supplements. For example, career ladder supplements are not included. *(Source: PEIMS, Oct. 1991)*

Average Experience of Teachers - Weighted averages are obtained by multiplying each teacher's FTE count by years of experience. These amounts, when summed for all teachers and divided by the total teacher count, result in the averages shown in the Profile Section. Average experience refers to the total number of years of teaching experience for the individual, while average experience with a district refers to tenure, *i.e.*, the years employed in that district. *(Source: PEIMS, Oct. 1991)*

Average Teacher Salary by Years of Experience - Total base pay for teachers within each experience group is divided by the total teacher FTE for the group. Total teacher base pay is the actual salary amount earned for regular duties. No supplement amounts are included. Career ladder supplements are not included. *(Source: PEIMS, Oct. 1991)*

Campus Group - Each school has a unique comparison group of 100 schools. To determine the comparison groups, a composite index was computed using five demographic variables: 1) percent of economically disadvantaged students (weighted 40%); 2) percent of minority students (weighted 40%); 3) district wealth (weighted 10%); 4) student mobility (weighted 5%); and 5) percent of limited English proficient students (weighted 5%). The value given in the Campus Group column is the *median* score. (The median is defined as that point in a distribution of scores, above and below which one-half of the scores fall.) *See Economically Disadvantaged, Minority Students, District Wealth, Limited English Proficient, and Mobility.*

Chapter 1 - These students are eligible for, or receiving instructional and/or support services supplemental to the foundation program through a Chapter 1 compensatory program. An eligible student is: 1) educationally disadvantaged; 2) neglected or delinquent; 3) migrant; or 4) participating in a school-wide Chapter 1 project. (*Source: PEIMS, Oct. 1991, Oct. 1990, and TEA Division of Student Assessment*)

Class Size by Subject Area - (*from District Profile Section*) This value shows the number of classes and the average class size for elementary and selected secondary classes. Elementary class size averages were calculated by summing the number of students served and dividing by the total number of classes. Counts of secondary classes were calculated by computing the total time spent on a subject area and dividing by a standard class period of 50 minutes. Secondary average class size is the number of students served divided by this calculated count of classes. (*Source: PEIMS, Oct. 1991*)

College Admissions Tests - These include the Scholastic Aptitude Test (SAT) and the Enhanced ACT of the American College Testing Program. Three values were calculated for this indicator: 1) the average score for each (SAT total and ACT composite), shown for current and prior year; 2) The percent of graduating seniors who scored at or above the criterion score on either test (1000 on the SAT and 25 on the ACT), shown for current year only; and 3) the percent of graduating seniors who took either college admissions test, shown for current year only. (*Source: Educational Testing Service (SAT), American College Testing Program (ACT), and PEIMS, Oct. 1991*)

Cooperative Information - (*from District Profile Section*) *Staff* - Individuals were identified as participants in a cooperative if their assigned campus number belonged in a district different from their employing district, or if they were reported with a campus number of 701. Only the portion of a person's total FTE amount associated with the campus in another district (or with the 701 record) was counted as cooperative. Cooperative auxiliary staff are those auxiliary staff with payroll amounts reported in the Trust and Agency Fiduciary Fund Group. None of these staff counts are included in any other Profile statistics. *Financial* - Cooperative information is categorized into two groups: total revenues by source and total expenditures by object. None of these financial amounts are included in any other Profile statistics. *Total revenues* - is the total for all revenues budgeted with fund codes indicating State Funded Cooperatives or Federally Funded Cooperatives. *Total Expenditures* - is the total for all expenditures budgeted with fund codes indicating State Funded Cooperatives or Federally Funded Cooperatives. *Instructional Operating Expenditures* - are budgeted with State Funded Cooperatives or Federally Funded Cooperatives fund classifications. *See Revenues by Source, Expenditures, Instructional Operating Expenditures, and Appendix B* (*Source: PEIMS, Oct. 1991*)

Criterion Score - This refers to the college admissions tests — a score of 25 on the ACT (composite) or 1000 on the SAT (total).

Current Year - These are the most recent values available for a given indicator.

Distribution of Teacher Appraisal Scores - (*from District Profile Section*) The total FTE count of teachers receiving an appraisal score within each of the ranges is shown. The average appraisal score is not presented for any of these categories. In 1991-92, teacher appraisal scores ranged from .1 to 184. The first range (.1 - 135.9) represents three categories: *unsatisfactory*, *below expectation*, and *meets expectation*. The second range (136 - 159.9) represents a rating of *exceeds expectation*. The third range (160 - 184) represents a performance rating of *clearly outstanding*. (*Source: PEIMS, Oct. 1991*)

District Group - Each district is assigned to a group based on its enrollment, wealth, and percent of economically disadvantaged students. These classifications create 16 different groups by dividing districts into four size categories, two wealth categories (above and below state average), and two economically disadvantaged categories (above or below 40 percent). The six special districts having no taxable property wealth comprise a separate (17th) group. *See Total Enrollment, Economically Disadvantaged, and District Wealth.*

District Wealth - Wealth is represented by 10 categories (plus one for special districts), defined as the total taxable property value divided by total enrollment in a school district. Note that in this report, wealth is based on *preliminary* taxable values for tax year 1991. The categories are:

- 1) under \$76,388;
- 2) \$76,388 to \$90,217;
- 3) \$90,218 to \$106,836;
- 4) \$106,837 to \$126,206;
- 5) \$126,207 to \$141,992;
- 6) \$141,993 to \$166,017;
- 7) \$166,018 to \$204,637;
- 8) \$204,638 to 260,702;
- 9) \$260,703 to \$439,143; and
- 10) over \$439,143.

Source: State Property Tax Board and PEIMS, Oct. 1991 (for enrollment).

Dropout - According to Texas Education Code §11.203, "... dropout means a student: (1) who does not hold a high school diploma or the equivalent; (2) who is absent from public school in which the student is enrolled for a period of 30 or more consecutive days; and (3) whose attendance within that period at another public school or a private or parochial school cannot be evidenced."

Dropout Rate - The dropout rate is calculated as the number of dropouts at each grade, 7 through 12, divided by the number of students enrolled in each grade, 7 through 12. (*Source: PEIMS, Oct. 1991, Oct. 1990, and Oct. 1989; 1989-90 Fall Survey of Students*)

Economically Disadvantaged - The percent of economically disadvantaged students is calculated as the sum of the students eligible for free or reduced-price lunch or eligible for other public assistance, divided by the total number of students enrolled in the school. (*Source: PEIMS, Oct. 1991, Oct. 1990, and TEA Division of Student Assessment*)

Educational Aides - Educational aides are staff who are reported with a role of 033. FTE counts of educational aides are expressed as a percent of the total staff FTE. (*Source: PEIMS, Oct. 1991*)

Enrollment by Grade - For the Campus Profile, percentages are calculated by dividing the enrollment for each grade by the total enrollment at that school. For the District Profile, percentages are calculated by dividing the enrollment for each grade group by the total enrollment in the district. (*Source: PEIMS, Oct. 1991*)

ESL/Bilingual - Students who are served by either a bilingual or ESL program. *See Student Enrollment by Program. (Source: PEIMS, Oct. 1991, Oct. 1990, and TEA Division of Student Assessment)*

Ethnic Distribution - Students are reported as White, African American, Hispanic, and Other (Asian, Pacific Islander, or Native American). On the Profile Section, these values are expressed as a percent of total enrollment as well as an actual number. Note that "Other" is not reported on the Performance Section. (This information is available from TEA.) *See Campus Group. (Source: PEIMS, Oct. 1991, Oct. 1990, Educational Testing Service, American College Testing Program, and TEA Division of Student Assessment)*

Exclusions - (from District Profile Section) These are selected revenue and expenditure amounts that have been omitted from the other financial information presented. These amounts are separated to provide a more equalized financial picture. *Total Capital Projects Fund Revenues* - the total of all revenues budgeted in the Capital Projects Fund. *Expenditures* - the total of all expenditures budgeted in the Capital Projects Fund. *Tuition Transfers* - Tuition Services, Transportation Services, and Other Services. If there are no expenditures for Tuition Services, then Transportation Services and Other Services are not excluded. *Adult Basic Education* - expenditures budgeted in the Adult Basic Education Fund. *See Appendix B. (Source: PEIMS, Oct. 1991)*

Expenditures by Function - (from District Profile Section) Expenditures for groups of functions are expressed as a percent of total expenditures: *Instruction* - all activities dealing directly with the instruction of pupils, including instruction through the use of computers. *Instructional Administration* - the management and improvement of the quality of instruction and the curriculum. *Campus Administration* - the operation and management of a school. *Central Administration* - the general administration activities of the district, the development of personnel and curriculum, and data processing services. *Support* - instruction-related services such as media and library materials, and pupil services such as counseling, promotion of attendance, and health services. *Plant Services* - physical plant maintenance and operation. *Other* - pupil transportation, food services, and co-curricular activities. *Debt Service* - bond and lease/purchase principal, and all types of interest. *Capital Outlay* - facilities acquisition/construction not made from the capital projects fund. *Community (ancillary) Services* - activities involving all the community. (Source: PEIMS, Oct. 1991)

Expenditures by Object - (from District Profile Section) Budgeted expenditures for groups of objects are expressed as a percent of total expenditures. *Payroll* - these are payroll expenditures for instruction, support, administration, plant services, and other staff functions. *Other Operating* - purchased and contracted services, supplies and materials, and all other operating expenditures. *Non-Operating* - debt service and capital outlay not made from the capital projects fund. (Source: PEIMS, Oct. 1991)

FTE - Full Time Equivalent.

Graduation Rate - Graduation rate is calculated as the reported number of 12th graders who graduated in 1990-91, divided by the total number of 12th graders enrolled in the fall of 1990. Rates for Special Education students are listed separately. Prior year values are not available, as those reported in last year's AEIS were *expected* graduates, rather than actual graduates. Note that the percent shown for Campus might be higher than for any of the subgroups. This is because no demographic data were available for 4%-5% of the graduates. (Source: PEIMS, Oct. 1991 and Oct. 1990)

Group Index - The grouping index used in the demographic group listing is calculated in three steps: First, a standard score is computed for each of the five demographic variables. Then,

each standard score is multiplied by its appropriate weighting. The sum of these is the target school's grouping index. The index is then used to place the target school on a demographic continuum of all schools. **The group index in no way implies a ranking of schools by performance.** See *Campus Group, Economically Disadvantaged, Minority Students, Wealth, Limited English Proficient, and Mobility*.

Instructional Operating Expenditures - These are budgeted operating expenditures for only those activities which deal directly with the instruction of pupils. Instructional operating expenditures per pupil is this amount divided by total enrollment. See *Appendix B. (Source: PEIMS, Oct. 1991)*

Instructional Operating Expenditures by Program - These are budgeted instructional operating expenditures categorized by the individual program (regular, special, compensatory, vocational, bilingual/ESL, gifted and talented, and other) for which they were expended. Percents shown are the percent of total instructional operating expenditures. See *Appendix B. (Source: PEIMS, Oct. 1991)*

Minority - These percents are calculated as the sum of all non-white students (African American, Hispanic, Asian, Pacific Islander, and Native American) divided by the total number of students enrolled in the school. For grouping purposes, percent minority is weighted 40%. See *Campus Group. (Source: PEIMS, Oct. 1991 and Oct. 1990)*

Mobility - Mobility is calculated as the sum of students taking the TAAS who were reported as enrolled in the district or any district in Texas for two years or less divided by the total number of students taking the TAAS. For grouping purposes, percent mobility is weighted 5%. See *Campus Group. (Source: TEA Division of Student Assessment)*

n/a - This indicates data that are not available or are not applicable.

NAPT - The Norm-Referenced Assessment Program for Texas was first given in April of 1992. It will not be reported on the AEIS until 1993.

Operating Expenditures - The total of all operating expenditures with the exception of expenditures budgeted for the functions of Debt Services, Facilities Acquisition & Construction, and Community (Ancillary) Services. Operating Expenditures per Pupil is total operating expenditures divided by total enrollment. See *Appendix B. (Source: PEIMS, Oct. 1991)*

Operating Expenditures by Function - (*from Campus Profile Section*) *Instruction:* budgeted expenditures for all activities dealing directly with the instruction of pupils, including instruction through the use of computers. *Instructional Administration:* budgeted expenditures for the management and improvement of the quality of instruction and the curriculum. *Campus Administration:* budgeted expenditures for the operation and management of a school. *Other Campus Costs:* budgeted expenditures for pupil transportation, food services, and co-curricular activities, and expenditures for the development of personnel and curriculum. See *Appendix B. (Source: PEIMS, Oct. 1991)*

Overage - For the purposes of the AEIS, students are considered overage if their birthday is prior to September 1 of the year appropriate to the grade in which they are enrolled. (*Source: PEIMS, Oct. 1991, Oct. 1990, and TEA Division of Student Assessment*)

Professional Staff - This is a full-time equivalent (FTE) count of teachers, professional support staff, and campus administrators. (On the District Profile this count also includes central administrators.) Staff are grouped according to the PEIMS roles reported for them. Each type of professional staff is shown as a percentage of the total staff (FTE) of all staff (professional and para-professional). See *Appendix A. (Source: PEIMS, Oct. 1991)*

Revenues by Source - (from District Profile Section) Budgeted revenues for groups of object categories are expressed as a percent of total revenue. *Local and CED Tax* - district income from ad valorem property taxes, including County Education District (CED) taxes. In some cases CED revenues were estimated from tax information obtained through a survey. *Other Local and Intermediate* - payments for services to other districts, tuition and fees from students, transfers from within the state, revenue from cocurricular and enterprising activities, all other local sources, transfers from intermediate sources (county), and transfers from outside the state. *State* - per capita and foundation program entitlements, revenue from other state-funded programs, and revenue from other state agencies. *Federal* - revenue received directly from the federal government and distributed by TEA for vocational education, programs for educationally disadvantaged children (Education Consolidation and Improvement Act and Elementary and Secondary Education Act), food service programs, and other federal programs. See Appendix B. (Source: PEIMS, Oct. 1991)

School Type - For purposes of demographic grouping, schools are divided into four classifications based on lowest and highest grades offered at the school: Elementary, Middle, Secondary, and both Elementary/Secondary (K-12).

Special Education - This refers to those students who are served through a special education program. Performance of special education students on TAAS, Graduation Rate, and Graduates with Advanced Seals is reported separately and not included in the calculation of campus-level values. For all other indicators where special education information is available performance of the students is included in the calculation of campus-level values. (Source: PEIMS, Oct. 1991, Oct. 1990, and TEA Division of Student Assessment)

Standardized Local Tax Base (Comptroller Valuation) - (from District Profile Section) This shows the district's total taxable property value as estimated by the Comptroller's Property Tax Division (Comptroller Valuation). *Value per Pupil* - total taxable property value divided by total enrollment. This per pupil figure is often referred to as "wealth." *Percent Value by Category* - shows aggregates of individual property tax categories expressed as a percent of the total market, or taxable, value of all property. NOTE: Values shown are preliminary, not final, for tax year 1991. (Source: Texas Comptroller of Public Accounts, Jan. 1992)

Standardized Tax Rates (Comptroller Valuation) - (from District Profile Section) This shows a rate calculated using property value equalized to 100 percent of market value by the Comptroller's Property Tax Division. The components of the total standardized tax rate are calculated by dividing the levy amounts by the Comptroller's taxable value. The total standardized rate is the sum of the school district M&O, the CED (also for M&O), and the I&S standardized rates. For a few districts, levy amounts were adjusted based on a telephone survey. Rates are expressed per \$100 of market, or taxable, value. (Source: Texas Comptroller of Public Accounts, Jan. 1992)

State Standard - The State Board of Education set a standard for excellence for five of the indicators as follows: TAAS - 90% of students passing; Attendance - 97%; Dropout Rate - less than or equal to 1%; Graduation Rate - 99%; College Admissions Tests - 35% of graduates scoring above the criterion score and 70% of graduates taking either the SAT or the ACT. A (+) next to the value indicates that the standard was met for that particular indicator; a (-) indicates that the standard was not met.

Student Enrollment by Program - Students are identified as served through the special, vocational, bilingual/ESL, or gifted and talented education programs. The percentages may reflect duplicate counts, as a student may be enrolled in more than one program. (Source: PEIMS, Oct. 1991)

Student/Teacher Ratio - This reflects the total enrollment divided by the total teacher FTE count. (*Source: PEIMS, Oct. 1991*)

TAAS (Texas Assessment of Academic Skills) test - This criterion-referenced test currently measures student achievement in reading, writing and mathematics at grades 3, 5, 7, 9, and 11 (Exit). Scores for Special Education students are not included in the values shown for Campus and the other subgroups. (*Source: National Computer Systems and TEA Division of Student Assessment*)

TAAS Spanish test - This test includes reading, writing, and math sections and is available for Spanish-speaking third-graders.

TAAS, Mastery of all Objectives - This sub-indicator shows the percent of students who have mastered all objectives on the writing, reading, and mathematics tests. Mastery of the objectives measured by the written composition part of the writing test requires a rating of 3 or 4. (*Source: National Computer Systems and TEA Division of Student Assessment*)

TAAS, Passing - This sub-indicator shows the percent of students meeting the minimum expectations on each TAAS test taken. The standard for meeting minimum expectations on each test is equivalent to 70% of the items correct on the October 1990 test (plus a rating of 2, 3, or 4 on the written composition.) Note that the Percent Passing reported for Prior Year was recalculated according to the 70% passing standard (*Source: National Computer Systems and TEA Division of Student Assessment*)

TASP - The Texas Academic Skills Program test is a basic skills test measuring reading, writing, and mathematics skills. It is required of all persons entering Texas public institutions of higher education for the first time. The TASP will not be reported in the AEIS until its equivalence to the exit-level TAAS has been established.

Teacher Career Ladder Status - (*from District Profile Section*) This indicates the FTE counts of teachers and speech therapists on levels two and three. Career ladder counts may be under-reported for many districts due to placement decisions made after October. (*Source: PEIMS, Oct. 1991*)

Teachers by Highest Degree Held - (*from District Profile Section*) This shows the distribution of degrees attained by teachers in the district. The FTE counts of teachers with no degree, bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs. (*Source: PEIMS, Oct. 1991*)

Teachers by Program (Population Served) - Teacher FTE counts are categorized by the type of student populations served. Regular, special, compensatory, vocational, bilingual/ESL, gifted and talented, and miscellaneous other populations served are shown. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (*Source: PEIMS, Oct. 1991*)

Teachers by Years of Experience - (*from District Profile Section*) This is the FTE count of teachers with years of experience that fall into the ranges shown. Experience in these categories is the total years of teaching experience for the individual, not years of experience in the reporting district or campus. Teacher counts within each span of years of experience are expressed as a percent of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (*Source: PEIMS, Oct. 1991*)

Teaching Permits by Type - (*from District Profile Section*) This indicates the number of teaching permits issued. Teachers may be issued more than one permit. Permits are grouped

as temporary, classroom assignment, emergency teaching, and other, representing nonrenewable, special assignment, and vocational. (*Source: PEIMS, Oct. 1991*)

Total Adopted Tax Rate (CED and Local) - (*from District Profile Section*) This is the sum of the locally adopted total tax rate set by the school district plus the County Education District (CED) tax rate. (*Source: Texas Comptroller of Public Accounts, Jan. 1992*)

Total Enrollment - This is the total number of students who were reported as enrolled on October 25, 1991 at any level, from early childhood education through grade 12. (*Source: PEIMS, Oct. 1991*)

Total Expenditures - (*from District Profile Section*) This shows the total for all expenditures budgeted in the General Fund, the Special Revenue Fund (excluding Adult Basic Education), and the Debt Service Fund. *Total Expenditures per Pupil* - is total expenditures divided by total enrollment. *See Appendix B.* (*Source: PEIMS, Oct. 1991*)

Total Revenues - (*from District Profile Section*) This includes the total for all revenues budgeted in the General Fund, the Special Revenue Funds (excluding Adult Basic Education), and the Debt Service Fund. Total Revenue includes CED budgeted revenues. In some cases CED revenues were estimated from tax information obtained through a survey. *Total Revenues per Pupil* - is total revenue divided by total enrollment. (*Source: PEIMS, March 1991 and Oct. 1991*)

Total Staff by Ethnicity and Sex - These are counts of total staff FTEs by combinations of major ethnic group and sex. Counts are also expressed as percentages of the total staff FTE. (*Source: PEIMS, Oct. 1991*)

Turnover Rate for Teachers - (*from District Profile Section*) This shows the total FTE count of teachers not employed in the district in the fall of 1991-92 who were employed in the district in the spring of 1990-91, divided by the total teacher FTE count for the spring of 1990-91. Social security numbers of reported teachers were compared from the two semesters to develop this information. (*Source: PEIMS, Oct. 1991*)

Explanation of Performance Section for 1991-92

State Standard - The State Board of Education set a standard for excellence for five of the indicators, as follows: TAAS - 90% of students passing; Attendance - 97%; Dropout rate - less than or equal to 1%; Graduation Rate - 99%; College Admissions Tests - 35% of graduates scoring above the criterion score and 70% of graduates taking either the SAT or the ACT. Note that these standards were not applied to prior year values. They are also not applied to the subgroups of Overage, Chapter 1, ESL/Bilingual, Limited English Proficient, and Special Education.

Five subgroups have been added to this year's report: Overage, Male, Female, ESL/Bilingual, and Chapter 1. These columns as well as Limited English Proficient and Special Education appear in the second part of the Performance Section.

A (+) next to the percent indicates that the state standard was met for that indicator; a (-) indicates that the standard was not met.

Currently the Academic Excellence Indicator System shows seven outcome indicators for Texas schools. Not all indicators apply to all schools. Your school might have only one indicator applicable, or as many as all seven, depending on the school's grade span.

The seven current indicators are: Texas Assessment of Academic Skills test (TAAS); Attendance; Dropout Rate; Enrollment in Advanced Courses; Graduation Rate; Graduates receiving Advanced Seal on Transcript; and College Admissions Tests (SAT & ACT). Note that both current and prior year data are shown for most indicators. For definitions and descriptions, see the *AEIS Glossary* (attached).

Definitions and descriptions of items found in the Performance Section, Profile Section, and Demographic Group List are available in the *AEIS Glossary* (attached).

TEXAS EDUCATION AGENCY Academic Excellence Indicator System 1991-92 Campus Performance									
District Name: YOUR ISD Campus Name: YOUR HIGH SCHOOL Campus #: 555555555		Total Enrollment: 5474 Grade Span: 10 - 12 School Type: Secondary		Page 1					
Indicator:		State	District	Campus Group	Campus	African American	Hispanic	White	Economic Disadv.
TAAS Exit	Current Year (91/92)								
All Tests	% Passing {90%}	48.6%	45.5%	47.4%	45.5% (-)	27.5% (-)	30.2% (-)	57.7% (-)	23.0% (-)
	% Mastery	6.4%	3.1%	5.1%	3.1%	0.0%	0.0%	5.2%	0.0%
Reading	% Passing {90%}	72.0%	85.1%	73.8%	91.0% (+)	90.1% (+)	88.3% (-)	93.4% (+)	90.0% (+)
	% Mastery	26.7%	22.3%	25.1%	22.3%	11.6%	9.4%	30.9%	11.2%
Writing	% Passing {90%}	78.2%	76.8%	81.3%	76.8% (-)	62.5% (-)	62.3% (-)	86.7% (-)	60.8% (-)
	% Mastery	21.6%	20.8%	22.7%	20.8%	12.5%	11.3%	27.4%	7.2%
Math	% Passing {90%}	56.6%	51.4%	55.4%	51.4% (-)	32.6% (-)	41.5% (-)	63.0% (-)	30.3% (-)
	% Mastery	15.8%	10.9%	13.5%	10.9%	3.9%	0.0%	16.8%	1.0%
TAAS Exit	Prior Year (90/91)								
All Tests	% Passing	51.0%	39.4%	51.0%	39.4%	18.1%	12.5%	51.4%	13.7%
	% Mastery	7.8%	4.6%	7.3%	4.6%	1.6%	0.0%	6.4%	1.0%
Reading	% Passing	74.4%	65.8%	74.1%	65.8%	42.5%	32.5%	80.3%	39.2%
	% Mastery	30.6%	21.8%	28.4%	21.8%	5.5%	2.5%	31.3%	3.9%
Writing	% Passing	75.3%	60.2%	78.7%	60.2%	41.7%	30.8%	71.7%	37.3%
	% Mastery	23.7%	16.6%	24.7%	16.6%	9.4%	5.1%	20.8%	7.8%
Math	% Passing	60.7%	47.5%	60.8%	47.5%	24.0%	22.5%	60.7%	18.8%
	% Mastery	18.6%	12.8%	17.7%	12.8%	4.0%	2.5%	17.9%	4.0%
% Student Attendance	Current Year (91/92) {97%}	95.1%	93.1%	94.9%	92.1% (-)	n/a	n/a	n/a	n/a
	Prior Year (90/91)	95.7%	95.4%	94.6%	93.7%	n/a	n/a	n/a	n/a
Drop-out Rate	Current Year (90/91) {≤1%}	3.9%	5.1%	3.7%	9.5% (-)	9.9% (-)	15.4% (-)	8.7% (-)	13.6% (-)
	Prior Year (89/90)	5.1%	3.7%	4.0%	3.8%	3.3%	10.7%	3.3%	n/a
% Advanced Courses	Current Year (91/92)	3.3%	2.5%	2.9%	3.3%	n/a	n/a	n/a	n/a
	Prior Year (90/91)	3.4%	2.0%	2.8%	3.1%	n/a	n/a	n/a	n/a
Graduation Rate (90/91) {99%}		95.7%	101.6%	96.6%	101.8% (+)	86.0% (-)	69.6% (-)	90.0% (-)	80.6% (-)
% Graduates with Advanced Seal on Transcript (90/91)		32.4%	29.7%	31.2%	29.8%	18.5%	18.8%	42.2%	?
College Admissions Tests									
% At or Above Criterion	Current Year (90/91) {35%}	14.5%	11.8%	10.0%	11.8% (-)	0.0% (-)	0.0% (-)	18.7% (-)	n/a
% Tested	Current Year (90/91) {70%}	62.3%	60.4%	61.0%	60.7% (-)	44.6% (-)	56.3% (-)	74.7% (+)	n/a
Average SAT Total Score	Current Year (90/91)	873	841	863	841	694	752	880	n/a
	Prior Year (89/90)	872	845	860	845	799	-	852	n/a
Average ACT Composite Score	Current Year (90/91)	19.9	20.0	19.5	20.0	14.3	*	20.9	n/a
	Prior Year (89/90)	19.8	19.9	19.6	19.9	16.2	*	21.9	n/a

n/a - indicates that the data are not available this year or are not applicable.

A question mark (?) indicates data that are statistically improbable or were reported outside a reasonable range.

A dash (-) indicates that no students were in that classification.

An asterisk (*) indicates that fewer than 5 students were in this classification.

APPENDIX A

PEIMS Role Identifications

CENTRAL ADMINISTRATORS

001	Administrative Officer (campus 700 only)
004	Assistant Superintendent
012	Instructional Officer (campus 700 only)
027	Superintendent
040	Athletic Director (campus 700)
043	Business Manager
044	Tax Assessor Collector
045	Director of Personnel

CAMPUS ADMINISTRATORS

001	Administrative Officer (campus not 700)
003	Assistant Principal
012	Instructional Officer (campus not 700)
020	Principal
040	Athletic Director (campus not 700)

PROFESSIONAL SUPPORT STAFF

002	Art Therapist
005	Associate Psychologist
006	Audiologist
007	Corrective Therapist
008	Counselor
009	Deaf Instructor
011	Educational Diagnostician
013	Librarian
015	Music Therapist
016	Occupational Therapist
017	Orientation & Mobility Instructor
018	Physical Therapist
019	Physician
021	Recreation Therapist
022	School Nurse
023	School Psychologist
024	Social Worker
026	Speech Therapist
028	Supervisor
030	Visiting Teacher
031	Visual Training Therapist
032	Vocational Education Coordinator
041	Teacher Facilitator
042	Teacher Appraiser
054	Department Head
055	Registrar
056	Athletic Trainer
057	Non-Campus Professional Support
058	Campus Professional Support

TEACHERS

025	Special Duty Teacher
029	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
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AUXILIARY STAFF

Employment record, but no responsibility records.

APPENDIX B

Financial Accounting Codes for Revenue and Expenditure Items (in alphabetical order by label)

Label	Fund(s)	Function(s)	Object(s)	Program(s)
Cooperative Financial Information				
Total Revenues by Source				
Local	83, 84	All	5700	All
State	83, 84	All	5800	All
Federal	83, 84	All	5900	All
Total Expenditures by Object				
Operating	83, 84	All	6100-6400	All
Non-Operating	83, 84	All	6500, 6600	All
Instructional Operating Expenditures	83, 84	10	6100-6400	All
Exclusions				
Total Capital Projects Fund Revenues	60	All	5000 series	All
Total Capital Projects Fund Expenditures	60	All	6000 series	All
Tuition Transfers	All but 31, 60, 80	All	6231, 6232, 6239	All
Adult Basic Education	31	All	6000 series	All
Instructional Operating Expenditures*	All but 31, 60, 80	10	6100-6400	All
Instructional Operating Expenditures by Program*				
Regular	All but 31, 60, 80	10	6100-6400	10, 20
Special	All but 31, 60, 80	10	6100-6400	80, 90
Compensatory	All but 31, 60, 80	10	6100-6400	40
Vocational	All but 31, 60, 80	10	6100-6400	70
Bilingual	All but 31, 60, 80	10	6100-6400	30
Gifted & Talented	All but 31, 60, 80	10	6100-6400	50
Special	All but 31, 60, 80	10	6100-6400	80, 90
Other	All but 31, 60, 80	10	6100-6400	00, 01
Operating Expenditures*	All but 31, 60, 80	All but 42, 52, 80	6100-6400	All
Percent Expenditures by Function*				
Instruction*	All but 31, 60, 80	10	6100-6400	All
Instructional Administration*	All but 31, 60, 80	21, 24	6100-6400	All
Campus Administration*	All but 31, 60, 80	23	6100-6400	All
Central Administration	All but 31, 60, 80	41, 25, 26, 70	6100-6400	All
Support	All but 31, 60, 80	22, 31-33	6100-6400	All
Plant Services	All but 31, 60, 80	51	6100-6400	All
Other Operating	All but 31, 60, 80	34, 36, 37	6100-6400	All
Other Campus Costs*	All but 31, 60, 80	22, 25, 26, 31-37, 51	6100-6400	All
Debt Service	All but 31, 60, 80	All functions with object 6500, plus function 42 for objects 6100-6400	6100-6400	All
Capital Outlay	All but 31, 60, 80	All functions with object 6600, plus function 52 for objects 6100-6400	6100-6400	All
Community (Ancillary) Services	All but 31, 60, 80	80	6100-6400	All
Percent Expenditures by Object				
Payroll	All but 31, 60, 80	All	6100	All
Other Operating	All but 31, 60, 80	All	6200-6400	All
Non-Operating	All but 31, 60, 80	All	6500, 6600	All
Percent Revenues by Source				
Local & CED Tax	All but 31, 60, 80	All	5710, 5778	n/a
Other Local & Intermediate	All but 31, 60, 80	All	5720, 5730, 5740,	n/a
			5750, 5760, 5771,	n/a
			5772, 5779, 5780	n/a
State	All but 31, 60, 80	All	5800	n/a
Federal	All but 31, 60, 80	All	5900	n/a
Total Expenditures	All but 31, 60, 80	All	6000 series	All
Total Revenues	All but 31, 60, 80	All	5700, 5800, 5900	n/a

* indicates the item appears on the Campus Profile as well as the District Profile. All items not marked appear only on the District Profile.

APPENDIX C

Advanced Academic Courses

Academic Excellence Indicator System (1991-92)

English Language Arts

03221600	Humanities
03221200	Creative/Imaginative Writing
03240800	Debate III

Mathematics

03100800	Trigonometry
03100900	Elementary Analysis
03101000	Analytic Geometry
03101100	Pre-calculus
03101200	Calculus
03101700	Advanced Mathematics for Business
03101600	Probability and Statistics
03101800	Number Theory
03101900	Linear Algebra
03102000	Linear Programming

Science

03010300	Biology II
03010400	Physiology and Anatomy
03020200	Chemistry II
03030200	Physics II
03970200	Aerospace Aviation Educ. II

Social Studies

03360100	Advanced Social Science Problems
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Advanced Languages I-IV

03120400, 500, 600	Japanese
03400400, 500, 600	Italian
03410400, 500, 600, 700	French
03420400, 500, 600, 700	German
03430300, 400, 500, 600	Latin
03440400, 500, 600, 700	Spanish
03450400, 500, 600	Russian
03480400, 500, 600	Hebrew
03490400, 500, 600	Chinese
03996000, 100, 200	Other Advanced Foreign Languages (e.g., Greek)

NOTE: English IV (Academic) is no longer on the list of advanced courses.